

WDA 3 WIOA LOCAL PLAN 2020-2024

1. **Provide an analysis of regional labor and economic conditions in the local area including:**
 - a. **Existing and emerging in-demand industry sectors and occupations; and**
 - b. **The employment needs of employers in those industry sectors and occupations.**

Not applicable due to the WIOA Regional Plan requirement.

2. **Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the local area, including employment needs of in-demand industry sectors and occupations.**

In today's environment, the knowledge and skill sets needed by in-demand industry sectors are ever-changing. This is often driven by advances in technology and automation, changes in consumer demands, and broader economic influences. The workforce system must remain flexible and adaptive to meet the needs in the local area. Focusing on key skills that cut across multiple industries often provides the best chance for long-term success.

The WOWWDB's private sector members offer key insights into in-demand needs. Additionally, the WOWWDB works with key partners such as chambers of commerce, economic development, and industry sector groups to stay informed on current and projected knowledge and skill needs. The WOWWDB also works collaboratively with the education system to ensure there is alignment.

Common knowledge and skill needs that employers from across multiple in-demand sectors in the region have expressed are:

- Ability to work with others;
- Active listening;
- Aptitude for technology;
- Continuous improvement;
- Coordination;
- Critical thinking;
- Customer service;
- Deductive reasoning;
- Effective speaking;
- Effective writing;
- Empathy;
- Lean/Six Sigma;
- Positive attitude;
- Problem solving;
- Reading comprehension;
- Social and emotional perceptiveness (emotional intelligence);
- Soft skills;
- Sound decision making;
- Teamwork;
- Time management; and
- Work ethic.

Businesses must continue to be flexible and emphasize upskilling and reskilling to be adaptive and competitive in today's environment. The WOWWDB and its partners work to educate employers on strategies to utilize non-traditional skill sets and to consider hiring individuals who may not have all of the knowledge and skills needed but who have the aptitude to learn through education and on-the-job training.

Through the WDB's industry sector work with healthcare and information technology, additional insights on in-demand skills have been shared by employers:

Healthcare:

Top required soft skills:

- Arriving on time
- Ability to pass a drug test
- Dependability
- Ability to follow rules
- Good attendance
- Honesty
- Courtesy
- Reliability
- Accountability

- Communication Skills
- Good attitude

Desired skills:

- Leadership
- Budgeting
- Scheduling
- Management

Most in-demand positions:

- Home health aide
- Medical assistant
- Nurse
- Nursing aide

Information Technology:

Top required technical skills:

- Desktop support
- Help desk
- Network admin
- Network security
- Windows admin
- Citrix
- Data compliance
- App development
- Telecomm support
- Network management

Desired skills:

- Business intel
- Database management
- Project management
- SQL
- Cloud computing
- Web development

Most in-demand positions:

- Business analyst
- Network administrator
- Software engineer

3. Provide an analysis of the workforce in the local area, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the local area, including individuals with barriers to employment.

Below are tables that show an analysis of the workforce in the WOW Workforce Development Area (WDA). All data below is from the Wisconsin Department of Workforce Development Bureau of Workforce Training - Labor Market Information - LAUS, Office of Economic Advisors, queried on September 30, 2019. The data in the tables below indicate that the WOW area is experiencing a continued reduction in unemployment as shown by the change over the last five years. In the area, the estimated labor force participation rate has remained fairly steady. However, in 2018 it dropped by 1.1%, indicating that less individuals in the three counties are actively involved in the labor force. More data is needed in the coming months to determine if this is a short-term or long-term trend. The estimated employment to population ratios have remained fairly constant around 67% since 2014. WDA 3 is a highly educated region with over 50% holding an associates, bachelor's, or graduate or professional degree.

Labor Force Employment and Unemployment Data

Year	2014	2015	2016	2017	2018	2019
Period	Annual	Annual	Annual	Annual	Annual	8 Mth Avg
Labor Force	344,249	345,705	351,795	353,842	352,147	352,819
Employed	329,032	332,670	339,808	343,801	342,946	342,946
Unemployed	15,217	13,035	11,987	10,041	9,201	9,873
Unemp. Rate	4.0%	4.0%	3.0%	3.0%	3.0%	3.0%

Estimated Labor Force Participation Rate

County	2010	2011	2012	2013	2014	2015	2016	2017	2018
Ozaukee	68.7%	69.0%	68.4%	68.5%	68.6%	68.4%	68.7%	69.4%	68.5%
Washington	73.9%	72.8%	72.1%	71.9%	71.9%	71.6%	71.6%	72.2%	71.0%
Waukesha	72.4%	70.7%	70.2%	70.4%	70.3%	70.2%	70.0%	70.6%	69.5%
Average	72.2%	70.9%	70.3%	70.4%	70.4%	70.2%	70.2%	70.8%	69.7%

Estimated Employment to Population Ratios

County	2010	2011	2012	2013	2014	2015	2016	2017	2018
Ozaukee	63.8%	64.8%	64.7%	64.9%	65.7%	65.8%	66.3%	67.5%	66.7%
Washington	67.9%	67.8%	67.7%	67.8%	68.6%	68.9%	69.1%	70.2%	69.2%
Waukesha	67.1%	66.2%	66.1%	66.5%	67.2%	67.5%	67.5%	68.6%	67.7%
Average	66.8%	66.3%	66.3%	66.5%	67.3%	67.6%	67.7%	68.8%	67.9%

Disability Labor Force

	Wisconsin	WDA 3	Washington	Ozaukee	Waukesha
Total:	3,529,858	374,486	81,388	52,597	240,501
Worked full-time, year round:	1,948,814	222,082	50,309	29,886	141,887
Worked full-time, year round: With a disability	81,593	7,705	2,204	825	4,676
Worked full-time, year round: No disability	1,867,221	214,377	48,105	29,061	137,211
Worked less than full-time, year round:	1,033,258	105,111	21,747	15,592	67,772
Worked less than full-time, year round: With a disability	90,004	7,280	1,504	1,043	4,733
Worked less than full-time, year round: No disability	943,254	97,831	20,243	14,549	63,039
Did not work:	547,786	47,293	9,332	7,119	30,842
Did not work: - With a disability	173,175	11,744	2,977	1,357	7,410
Did not work: - No disability	374,611	35,549	6,355	5,762	23,432

Veterans Labor Force

	Wisconsin	WDA 3	Washington	Ozaukee	Waukesha
18 to 34 years: Veteran	21,607	1,762	452	287	1,023
18 to 34 years: Nonveteran	1,035,429	94,284	20,790	12,766	60,728
35 to 54 years: Veteran	64,305	5,610	1,482	724	3,404
35 to 54 years: Nonveteran	1,213,361	144,990	32,807	19,456	92,727
55 to 64 years: Veteran	40,565	3,804	969	486	2,349
55 to 64 years: Nonveteran	503,704	65,681	13,799	9,717	42,165

Educational Attainment for Ages 25 and Older

	Wisconsin	WDA 3	Washington	Ozaukee	Waukesha
Less than 9th grade	2.8%	1.4%	1.8%	1.2%	1.3%
9th to 12th grade, no diploma	5.5%	2.9%	3.8%	2.7%	2.7%
High school graduate (includes equivalency)	31.3%	24.7%	30.2%	20.9%	23.6%
Some college, no degree	20.9%	20.5%	23.3%	19.2%	19.8%

Associate's degree	10.5%	9.8%	11.2%	8.3%	9.7%
Bachelor's degree	19.2%	27.1%	21.7%	29.9%	28.3%
Graduate or professional degree	9.9%	13.7%	8.0%	17.8%	14.7%

4. Provide an analysis of the workforce development activities (including education and training) in the local area, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the local area.

In WDA 3, there is a wide range of workforce development activities and programs, service providers, and training providers available for adults, dislocated workers, youth, and employers. Activities include:

- **Career Services:** All required WIOA elements for basic and individualized career services are provided through the various partners of the workforce system in WDA 3, with the majority provided by core partners within the one-stop system. Career services include a wide range of service types including those specific to adults, dislocated workers, and youth. Examples include assessments, job search assistance, career counseling, referrals to other programs and services, provision of labor market information, individual employment planning, career planning, financial literacy, mentoring, and more.
- **Training Services:** WDA 3 offers work-based learning opportunities as well as occupational training through career pathways, stackable credentials, and traditional programs. Training services are offered by multiple programs and partners within the local workforce system. Eligibility and program requirements are unique to each funding source. However, partners work together to coordinate service delivery to effectively maximize resources. Examples of services include on-the-job training, adult and youth apprenticeships, short-term training programs, post-secondary education programs, and more.
- **Business Services:** WDA 3's Business Services Team (BST) coordinates activities and services with workforce system partners to provide comprehensive and streamlined approach that reduces duplication and maximizes resources to employers. The WDA 3 BST meets regularly to collaborate to ensure that employers receive the best services available. Services include, but are not limited to:
 - **Hiring:** The WDA 3 BST offers a full range of services to assist businesses and employers with their hiring needs. Services include, but are not limited to: hiring assistance, job postings on Job Center of Wisconsin, tax incentives, labor market information, job accommodations, and more.
 - **Training:** The WDA 3 BST offers several training programs and incentives to help local businesses and employers stay competitive in today's economy. Services include, but are not limited to: on-the-job training, apprenticeships, youth apprenticeships, internships, work experiences, and more.
 - **Retaining Talent:** The WDA 3 BST provides educational opportunities for employers on retention issues to keep businesses informed. Services include, but are not limited to: incumbent worker training, human resource strategies, and more.
 - **Expansion:** The growth and expansion of area businesses contributes to the economic well-being of the region. The WDA 3 BST connects businesses and employers to expansion resources including tax credits, grants, capital finance, and more.

- **Mass Layoffs and Business Closings:** When a business closes or experiences a mass layoff, a special process referred to as Rapid Response is used to quickly assess the reemployment needs of affected workers and to get information to those workers. Services include, but are not limited to: information sessions, planning sessions, onsite services for affected employees, and more.

Areas of strength in WDA 3's workforce activities include:

- **Collaboration and Partnerships:** WDA 3 has many long-standing and newly developed collaborations and partnerships with community-based organizations, employers, chambers of commerce, industry associations, local government, and more. These have allowed WDA 3 to leverage additional programs, funding opportunities, and capacity to improve services to customers.
- **Performance:** WDA 3 has a history of exceeding performance measures. This reflects the high-quality programs and services delivered as well as skilled workforce development professionals and providers operating the programs.
- **Education and Training Providers:** WDA 3 has numerous institutions of higher education including three technical colleges, two regional campuses of UW-Milwaukee, and several private institutions. These colleges and universities, along with our high-performing K-12 system, provide a wide array of programming to prepare students for in-demand careers. These institutions utilize career pathways and collaborate with local employers to provide input into curriculum and program design.
- **Service Providers:** The workforce system in WDA 3 is comprised of non-profit, for-profit, and public service providers. This blend of service providers maximizes customer choice and brings a unique set of programs and services to the table through leveraging diverse resources. Additionally, the providers have established a reputation for quality programs, good customer service, and strong performance.

Areas of weakness in WDA 3's workforce activities include:

- **Funding Levels:** Federal workforce funding in Wisconsin and WDA 3 has significantly declined over the past four years due to strong economic conditions. With declining funding, program capacities have become more limited. This has also impacted the level of funds available for training and support services.
- **Silos and Competing Outcome Measurements:** Having a variety of service providers, programs and services, and funding streams is overall a positive for WDA 3. However, the downside is that many of the programs and funding streams have their own unique set of eligibility requirements and outcome measurements which can be limiting as well as create confusion for the customer.
- **Lack of Common Intake and Data Systems:** Many of the programs and services in WDA 3 have their own set of reporting requirements. Each funder often has a unique data entry system and intake paperwork. The lack of having a common intake and data system across the workforce system creates an additional burden for both the customer and workforce development professional.

WDA 3 has the capacity to deliver high-quality workforce programs and services to employers and job seekers. The diversity of service providers, breadth of programs and services, and volume of partnerships and collaborations contributes to WDA 3's high performance. The WDB routinely

measures customer satisfaction and looks for areas of continuous improvement to ensure services are being delivered effectively and efficiently.

There are numerous post-secondary training providers who offer a range of program types, costs, lengths, and job placement programs. There are literacy programs designed for those with very low basic skills, bridge programs for those who need to upgrade basic skills, short- and long-term training programs, technical and associate degree providers, two- and four-year colleges and universities, and graduate programs.

Additionally, there are a large number of excellent service providers in the area for youth. The local technical colleges are the largest providers of effective training services and activities for youth including English as a second language instruction, GED and HSED completion programs, basic skill enhancement programs, occupational skills training, and youth apprenticeships. The technical colleges are adept in engaging youth and helping them see how their education will enhance their futures.

5. Describe the local WDB's strategic vision and goals for preparing an educated and skilled workforce (including individuals with barriers to employment), including goals relating to the performance accountability measures based on primary indicators of performance described in WIOA Section 116(b)(2)(A) to support economic growth and economic self-sufficiency.

Vision:

The Board will be recognized as the catalyst for innovative workforce strategies and solutions, providing leadership and vision to advance the economic well-being of the region for employers, employees and job seekers.

Mission:

The Board is dedicated to providing the highest quality, most effective, demand-driven workforce development services possible to the residents and businesses of Waukesha, Ozaukee, and Washington Counties, Wisconsin.

The WOWWDB strives to provide programs and services for clients at all places along their career and education journey. To ensure positive outcomes for all clients but particularly for clients with barriers to employment, the WOWWDB and its partners evaluate accessibility and the likelihood for client success when designing and revising services. The WOWWDB and its partners aim to be flexible when working with clients to barriers to employment. Additionally, career planners provide referrals and information on resources to address existing barriers that may affect employment and training outcomes. The WOWWDB aims to prevent employment barriers from affecting participation and success.

The WOWWDB participated in facilitated strategic planning from September 2019 – January 2020. The planning process included an in-depth environmental scan, creating a shared practical vision, identifying underlying contradictions, developing strategic objectives and overarching directions, and creating implementation plans.

As a result of the hands-on planning efforts, four strategic objectives were created. Each objective will be reviewed annually and a 12-month plan will be created each year to guide the work of the WDB in preparing an educated and skilled workforce, meeting the needs of our customers, and remaining a high-performing WDB. Each 12-month plan will identify key goals and success indicators as well as tasks and deliverables.

Strategic Objectives:

- 1. Leveraging partnerships to better serve our clients.**

As the WOWWDB identified future opportunities and reflected on past success, partnerships continued to be in the forefront of the conversation. Strategically examining and expanding key partnerships will be critical to the future of the WOWWDB and in maximizing opportunities for our customers. Cultivating key partnerships will help reduce duplication in the system and maximize scarce resources. Measures of success in year 1 may include indicators to measure what a successful and quality partnership looks like and how to measure that success. Key tasks in year 1 may include stakeholder mapping, developing partnership criteria, and developing an engagement strategy.

2. Expanding organizational capacity to increase impact.

Federal workforce funding has decreased over the past four years due to the strong regional and statewide economies, organizational structures have changed, and WIOA-required regulatory and compliance-driven tasks have increased. The WOWWDB will examine how organizational capacity could increase to expand opportunities for clients. Measures of success in year 1 may include increased resources and partnerships identified for collaborations. Key tasks in year 1 may include exploring funding and capacity building partnerships.

3. Creating a clear message of who we are.

Clearly communicating who the WOWWDB is and what we do will increase opportunities for customer, both employers and job seekers. WOWWDB would like to be the “go to organization” for employers and job seekers. Measures of success in year 1 may include more success stories are captured and shared and expanded outreach. Key tasks in year 1 may include stakeholder mapping, developing partnership criteria, and developing an engagement strategy.

4. Increasing self-service access to demand-driven workforce development resources.

Preparing and informing the future workforce for career readiness and matching to future workforce needs will be key. With limited resources, the WDB identified utilizing technology to deliver appropriate workforce development resources as a key opportunity. The strategy focuses on identifying the right resources and delivering them in a way that maximizes access and recognizes advances in technology. Measures of success in year 1 may include benchmarking best practices and number of self-service applications developed and utilized. Key tasks in year 1 may include benchmarking best practices, identifying technology capabilities and constraints, and surveying customers.

Overarching Directions:

1. Utilize technology to provide modern and real-time customer solutions.
2. Develop comprehensive outreach programs for all clients.
3. Prepare and inform future workforce for career readiness.
4. Data-driven decision making to support workforce programs.
5. Address barriers to workforce well-being.
6. Investigate revenue streams to supplement federal funding for programs.
7. Leverage regional partnership for effective workforce collaboration.
8. Ensure access to match workforce needs with diverse demographics.
9. Educate and provide resources to employers.

In addition to the above objectives and overarching directions, the WOWWDB places a strong emphasis on WIOA’s primary indicators of performance. The WOWWDB and its service providers aim to exceed all performance accountability measures. This ultimately results in client success and positive long-term outcomes. To ensure a high level of performance, the WOWWDB monitors performance measures quarterly along with key demographics and other related data elements. When needed, this allows for quick adjustments to policies, service delivery, and/or outreach efforts.

6. Describe the strategies and services that will be utilized to facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs. Specifically:
- a. What outreach activities are planned to increase business engagement in the local area?
 - b. How will the Business Services Team be utilized for this purpose?
 - c. How will the members (particularly business members) of the local WDB and Youth Council/committee support these efforts?
 - d. How will sector partnerships be utilized for this purpose?
 - e. What are the goals and objectives for these activities?

Employers are one of the primary customers of the public workforce system. To ensure an effective process that reduces duplication and unnecessary steps for employers, integrates workforce development programs, and maximizes and leverages resources available, a multi-partner team has been engaged to meet local and regional needs. The WDA 3 BST includes business service staff and managers from one-stop partner agencies. The WDA 3 BST meets regularly to share trends they are seeing in the WDA, discuss future employer needs that could benefit from multi-partner engagement, and plan collaborative service delivery approaches. The WDA 3 BST meets with businesses one-on-one, at industry partnership meetings, and at numerous employer events to discuss hiring, training, and layoff strategies and activities. Oftentimes staff work collaboratively with economic development entities to identify and address employer needs.

To identify business requirements within the local area, staff engage in the following activities:

- Business services staff meetings with employers, industry associations, chambers, and other business groups;
- Serve on business and industry advisory groups and committees;
- Surveys to employers, industry associations, and other business groups;
- In-demand industry partnership and/or association meetings;
- State labor market data;
- Employer educational events;
- Presentations to chambers and business associations; and
- Credible studies (e.g., Manpower, Wisconsin Policy Forum).

Employer programs and services are designed to include employers of all sizes and all industries. Based on local demand, industry-specific offerings are made available if needed. Current strategies and service offerings include:

- **Hiring:** The WDB offers a full range of services to assist businesses and employers with their hiring needs. The WDB uses the Job Center of Wisconsin to post jobs and review resumes. Staff can also provide employers with current information on available tax incentives, labor market information, and labor laws. Information is provided to employers such as data related to a specific industry, hiring trends, and/or labor market forecasts, to assist employers in making informed decisions. Additional assistance around labor laws and job accommodations are also available upon request.
- **Training:** The WDB offers several training programs and incentives to help local businesses and employers stay competitive in today's economy. On-the-job training funds are available to help businesses offset the cost of training new hires that lack job-critical skills. OJT funds from Titles 1 and 4 are used to provide training wage reimbursements to employers who hire job seekers who have the aptitude and ability to do a specific job but who may not have previous on-the-job experience in that occupation or industry. Reimbursements are designed to help offset the extraordinary costs of training new hires and close the skills gap. The length of the on-the-job training and wage reimbursement is dependent on the amount of training

needed and the complexity of the job. Other training services include apprenticeships, youth apprenticeships, internships, and work experiences.

- **Retaining Talent:** The WDA 3 BST provides educational opportunities for employers on retention issues to keep businesses informed. Information and research on human resource strategies and trends affecting employment are also be provided. Incumbent Worker Training (IWT) provides both workers and employers with the opportunity to build and maintain a quality workforce. IWT can be used to help avert potential layoffs of employees, or to increase the skill level of employees so they can be promoted within the company and create backfill opportunities for the employers.
- **Expansion:** The growth and expansion of area businesses contributes to the economic well-being of the region. The WDA 3 BST connects businesses and employers to expansion resources including tax credits, grants, and capital finance. Additional connections are often made to technical colleges, economic development entities, and local chambers of commerce to provide additional training, economic development, and tax-incentive resources to employers.
- **Mass Layoffs and Business Closings:** When workers are laid off due to a business closing or mass layoff, a special process referred to as Rapid Response is used to quickly assess the reemployment needs of affected workers and to get information to those workers. Information sessions are held to discuss unemployment insurance benefits, alternative pension and insurance programs, occupational skills training course availability, reemployment services, and Veteran's benefits. Additional services to businesses may include: facilitating an initial planning meeting, defining an in-plant assistance committee, planning orientation sessions for workers, conducting a worker survey to determine reemployment services, coordinating services among private and public employment and training agencies, and organizing onsite specialized recruitment events with other local employers.

WDA 3 has a history of strong employer engagement and routinely works with hundreds of employers. In addition to providing the above mentioned services, special focus will be given to the following activities:

- Continuing to refine the collaborative process of multiple one-stop partners working with the same businesses;
- Researching additional avenues to reach more employers with less capacity and resource constraints (e.g., virtual job fair); and
- Redesigning collaborative business services offered through the one-stop system such as onsite recruitments and job fairs.

The WDA 3 BST will actively participate in all of the above mentioned outreach activities. Specifically, regarding refining the collaborative process and redesigning collaborative business services, the WDA 3 BST will have the opportunity to take a leadership role as well as provide ongoing input and direction. The WDA 3 BST will participate in regional sector partnership efforts once they have been established with WDAs 1 and 2.

WDB members will support the ongoing outreach activities through make connections through their existing networks, connecting the WDA 3 BST to their business and industry organizations, and sharing their experiences. Additionally, regarding the additional outreach opportunities planned, WDB members will play an active role in serving on ad hoc committees, lending their expertise, and vetting ideas and opportunities.

7. Discuss the implementation of initiatives designed to meet the needs of employers in the local area that support the local WDB's strategy, including:

- **Work-Based Learning Programs: Explain how the local area will utilize and promote incumbent worker training programs, on-the-job training programs, customized training programs, internships, or other activities during the planning period.**

Due to past successes of participants and strong demand from employers, the WDB places an emphasis on work-based learning programs. Work-based learning has shown to be an effective way for participants to learn new skills, quickly acclimate to a new employer's processes and procedures, and improve retention outcomes. The WDB utilizes incumbent worker training, on-the-job training, internships, and work experiences and works with workforce system partners to promote these opportunities to job seekers and employers. Promotion occurs through various methods including in-person meetings, group presentations, newsletters, fliers, websites, and more.

The WDB and its service providers set specific goals and funding objectives related to work-based learning. The WDB requires its service providers to spend no less than 35% of adult and dislocated worker program funds on training, which includes work-based learning, and no less than 20% of youth funds on work experience activities.

Additionally, other workforce system partners have work-based learning objectives. The WDB and other workforce system partner help to promote these opportunities when speaking with clients and employers. For example, the Division of Vocational Rehabilitation (DVR) is required to spend 15% of their budget on specific Pre-Employment Transitional Services for youth which includes work-based learning opportunities as well as job exploration, counseling on post-secondary education, workplace readiness training, and more. Another example is technical college partners who offer customized training, practicums, clinicals, and apprenticeships.

- **Sector Partnerships Participation: Explain how the local area will utilize the relationships built by the Business Services Team to enhance or expand participation in Sector Partnerships and expand business services efforts. Indicate specific planned objectives and measurable outcomes for PY2020.**

To determine the employment needs of the key industry sectors in the local area, the WDA 3 BST analyzes the results of focus group meetings, industry partnership meetings, local employer surveys, business services representative meetings with employers, discussions with Chambers of Commerce and Economic Development, state LMI data, and credible studies. Information is used to make informed decisions on service delivery and programming for employers. For example, the WDA 3 BST is in the process of analyzing the possibility of providing sector-based hiring initiatives for employers.

Once the WIOA Regional Plan for WDAs 1, 2, and 3 is complete in the fall of 2020, the WDB expects additional sector partnership participation efforts to occur amongst the WDA 3 BST. Sector partnerships have evolved to a more regional approach over the last four years due to the regional labor market and the number of employers who have locations in WDAs 1, 2, and 3.

- **Sector Partnerships - Status and Objectives: Identify what sector partnerships the local area is currently engaged in or plans to engage in during PY2020. Indicate the current status of those partnerships (active, emerging, or exploring), plus PY2020 planned objectives and measurable outcomes.**

The WDB is open to developing or supporting new sector partnerships by leveraging resources and existing partnerships. Currently to avoid duplication of services, the WDB participate in or supports existing sector partnerships that have been established by other local WDBs, economic development organizations, businesses alliances, and local Chambers of Commerce. By integrating

segmented partnerships, more stakeholders are brought to the table which can lead to better results.

Once the WIOA Regional Plan for WDAs 1, 2, and 3 is complete in the fall of 2020, the WDB will define which regional sector partnerships it will engage in supporting. Sector partnerships have evolved to a more regional approach over the last four years due to the regional labor market and the number of employers who have locations in WDAs 1, 2, and 3. Past sector partnership efforts have included:

- Information Technology, Transportation and Logistics, and Finance Advisory Committee (partnership with WDA 2);
 - Healthcare (WDA 3); and
 - Information Technology (WDA 3).
- **Career Pathways: Explain how the local area will utilize information gathered through its Business Services Team to provide a baseline for consideration of new or enhanced Sector Partnerships, and how this information will be used to inform changes to or development of Career Pathways in the local area. Indicate specific PY2020 planned objectives and measurable outcomes.**

Throughout the career pathway development process the WDB and technical colleges have taken an industry-driven approach by consulting with industry partners to identify regional industry needs including skill gaps and training needs. The role of workforce development has been three fold: to recruit employers to provide input to the development of career pathways; refer WIOA participants to career pathway opportunities; and provide wrap around services to career pathway users to facilitate the best chance of success. Technical college roles have also been three fold: to recruit employers for advisory councils, to develop the career pathway, and to develop the curriculum. The technical colleges consult with WDB and one-stop system partners, including the WDA 3 BST, for input.

The WDB has facilitated sessions with healthcare and information technology employers and technical college staff on reviewing curriculum against employer needs. Recommendations from the group were brought forth and shared with the technical college partners.

Once the WIOA Regional Plan for WDAs 1, 2, and 3 is complete in the fall of 2020, the WDB expects to align local efforts in WDA 3 with the regional efforts of the other local WDBs for maximum impact.

- 8. Describe how the local WDB, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. Include how the local board will:**
- a. Facilitate the development of career pathways;**
 - b. Facilitate, as appropriate, co-enrollment in core programs; and**
 - c. Improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).**

The local one-stop system has over twenty years of experience designing, implementing, and modifying program access protocols to accommodate customers. The one-stop centers were founded with a goal of providing streamlined, non-duplicative, customer-focused services from the moment of first contact by a citizen or business. This is a continuing priority of the one-stop centers and has been throughout their history. Onsite leadership teams address program access and intake continually within their monthly meetings. Customer feedback from first time visitors is conducted through a formal survey process on an ongoing basis. Results are used to evaluate success and make improvements.

The providers of core services in the local area are all actively engaged partners in the one-stop center. Core partners meet routinely to solidify working relationships, partnerships, and processes as well as explore additional resources to support customers in WDA 3. Additionally, coordinated targeted outreach is conducted with local community-based organizations whose mission it is to serve those with barriers. This also helps bring that population to the one-stop system.

In addition to the ongoing co-enrollment efforts are achieved in partnership with the one-stop operator and onsite service providers, two additional strategies are currently underway which include:

- Utilizing the WIOA Title I intake screener to serve as an ambassador of the workforce system and assist with co-enrollments and referrals; and
- Piloting the use of an e-referral system that utilizes a web link to initiate referrals across agencies to facilitate co-enrollment.

Since the passage of WIOA, additional attention is given to expanding access to individuals with barriers to employment. This includes expanded outreach efforts in key areas, ensuring effective assistive technology is available, training staff, and more. Currently, the one-stops are piloting the use of “ambassadors” to assist first-time visitors with determining which programs and services will best meet their needs. This ensures that visitors learn about all partner programs and services in which they might be eligible.

In WDA 3, career pathways have been developed for several industry sectors and occupations, with many more under development. The WDB actively participates in pathway development by providing input at industry advisory meetings, directly working with college leadership, and by providing ITA’s in specific short-term demand-driven programs that align with established career pathways. The WDB has aligned its training policies to maximize the utilization of career pathways. The career pathway principles of aligning resources locally and regionally, targeting low income adults, and providing industry driven programs will continue to be incorporated into WDA 3 programming.

Job seekers are provided with career pathway information upon enrollment in WIOA programs so that job seekers can view long-term career pathways with educational options for vertical advancement. Career pathway awareness has increased in recent years as more pathways have been developed. Career planners in all core programs play a key role in educating job seekers on their options for industry-recognized credentials which helps the client make an informed choice that best meets their individual needs.

9. Describe the strategy employed to work with adult education providers funded under Title II of WIOA and vocational rehabilitation providers funded under Title IV of WIOA to align resources available to the local area to achieve the strategic vision and goals described in question 5.

The WDB has strong partnerships with Adult Basic Education (ABE) programs offered by the three local technical colleges (Waukesha County Technical College, Milwaukee Area Technical College, and Moraine Park Technical College) and community-based organizations. The WDB has a long-standing partnership with DVR and many of DVR’s service providers across WDA 3. DVR and WIOA Title I career planners and business services staff routinely work together to coordinate service delivery, provide co-enrollment, and maximize benefits to clients and employers. With ABE providers and DVR as core one-stop partners and members of the Operations Team, coordinating service delivery, aligning resources, and co-enrolling clients occurs on a regular basis.

Directors of ABE programs and DVR are involved in one-stop system planning meetings (Executive Leadership and Operations Teams) and information is shared on programs, services, and changes at all levels. Coordination with ABE and DVR programs has been happening since the one-stops were built over 20 years ago. DVR and ABE programs are an integral part of the one-stop system and

WIOA planning and coordination has been part of daily business. Over the years, much work has been done to coordinate and align resources as much as possible for customer benefit.

The WDB recognizes the value that comes from partnerships and coordination. To that end, the WDB created a strategic objective to ensure maximum effectiveness: "Leveraging partnerships to better serve our clients." The first strategy the WDB will undertake is creating a stakeholder map, defining levels of partnership, and developing a stakeholder engagement plan. Adult education and vocational rehabilitation providers will be a central component of this strategy. A key item that will be part of this effort is identifying opportunities to align resources to achieve client success. One of the WDB's overarching directions identified in the strategic plan is to: "Investigate revenue streams to supplement federal funding for programs."

10. Describe the strategies and services that will be utilized to strengthen linkages between the one-stop delivery system and unemployment insurance programs.

Many first time visitors to the one-stop system are often individuals who are receiving or are attempting to receive unemployment insurance. In some cases, the unemployment insurance program requires individuals to visit a one-stop center and attend a Re-Employment Services and Eligibility Assessment workshop. In other cases, individuals need assistance with understanding their eligibility for unemployment insurance or with their application. In both scenarios, DWD Job Service staff assist individuals in the workshop, the resource room, and/or through one-on-one meetings. In addition to DWD Job Service staff, other one-stop partner staff attend unemployment insurance training to be able to effectively help clients navigate the unemployment insurance program.

When a business experiences a mass layoff or a closure, the Rapid Response team provides onsite information and/or workshops to affected individuals. Information sessions are often held to discuss unemployment insurance benefits, alternative pension and insurance programs, occupational skills training course availability, reemployment services, and Veteran's benefits. Staff assist affected individuals with understanding their eligibility for the unemployment insurance program as well as how to apply for benefits. Additionally, there are other situations where a client or employer needs assistance with navigating the unemployment insurance program or understanding their responsibilities. In these cases one-staff assist to the extent feasible and then refer the individuals to the unemployment insurance program.

11. Describe how the local WDB will coordinate workforce investment activities carried out in the local area with economic development activities carried out in the planning region, and promote entrepreneurial skills training and microenterprise services.

The WDA has three strong county-wide economic development entities which work closely with the WDB. There are also municipal economic development organizations and a regional economic development organization that the board coordinates with to provide employer services. WDB staff serve on local economic development boards and committees to provide input and help coordinate activities. Additionally, there is an economic development representative on the WDB.

Members of the WDA 3 BST routinely work collaboratively with economic development entities to identify and address employer needs. This often occurs when a local employer is expanding their business or a new employer is moving into the WDA. WDA 3 Business Service Team members assist with making presentations, providing information on available programs and services, and providing labor market information. Team members also frequently serve as a connector to workforce system partners including educational institutions, training providers, and other workforce service providers.

There are existing resources in the area that already provide microenterprise and entrepreneurial training including the Small Business Development Center, UW-Whitewater, Business Solutions at Milwaukee Area Technical College, Moraine Park Technical College, and Waukesha County Technical

College, and UW-Extension's small business courses. The mechanisms in place to support these programs include educating job seekers who show interest on the available resources and making referrals, having the business resources educate one-stop system staff on available services, and educating the business resource staff on WDA 3's workforce programs and services which can support small business development.

12. Provide a description of the workforce development system in the local area that:

- **Identifies the programs that are included in that system; and**
- **Describes strategies used by the local WDBs to work with the required WIOA partners to provide core service alignment and to increase awareness of career pathways and the critical role that workforce development plays in ensuring that all have access to educational and career pathways that result in meaningful employment.**

Programs available through the workforce development system include:

- Community Services Block Grant Employment and Training Assistance
- English Language Learner and English as a Second Language Programming
- FoodShare Employment and Training Programming
- Independent Living Programming
- Post-Secondary Career and Technical Education Programming
- Trade Adjustment Assistance
- Senior Community Service Employment Programming
- Specialized Grant Programming (e.g., Department of Labor TechHire)
- Unemployment Compensation Assistance
- Veterans Employment Services
- Windows to Work Programming
- WIOA Adult, Dislocated Worker, and Youth Programming
- WIOA Adult Education and Family Literacy Act Programming
- WIOA Vocational Rehabilitation Programming
- WIOA Native American Programming
- WIOA Rapid Response Programming
- WIOA Wagner-Peyser Labor Exchange and Re-Employment Services
- Wisconsin Works Programming

The providers of core services in the local area are all actively engaged partners in the one-stop center. Core partners meet routinely to solidify working relationships, partnerships, and align services as well as explore opportunities to leverage resources to best support customers.

In WDA 3, career pathways have been developed for several industry sectors and occupations, with many more under development. Many core partners have aligned training policies to maximize the utilization of career pathways. The career pathway principles of aligning resources locally and regionally, targeting low income adults, and providing industry driven programs will continue to be incorporated into WDA 3 programming.

Job seekers are provided with career pathway education and information upon enrollment in WIOA programs so that job seekers can view long-term career pathways with educational options for vertical advancement. Career pathway awareness has increased in recent years as more pathways have been developed. Career planners in all core programs play a key role in educating job seekers on their options for industry-recognized credentials which helps the client make an informed choice that best meets their individual needs. Job seekers receive labor market information with projected job openings and salary levels to assist their understanding of the various steps along a career pathway.

13. Describe the one-stop delivery system in the local area, in particular:

- a. Identify the locations of the comprehensive physical one-stop center(s) (at least one) within the local area, and list the location(s) of your networked affiliate sites, both physical and electronically linked, such as libraries.**

Comprehensive Locations:

- Waukesha County Workforce Development Center – 892 Main Street, Pewaukee, WI
- Washington County Workforce Development Center – 2200 Green Tree Road, West Bend, WI

Affiliate Locations:

- Division of Vocational Rehabilitation – 2607 N Grandview Boulevard, Suite 100, Waukesha, WI
- Division of Vocational Rehabilitation – 1017 W Glen Oaks Lane, Suite 204, Mequon, WI

One-stops are located on the campuses of the three technical colleges in WDA 3. Staff at the one-stop centers meet with clients on- and off-site, including locations within the greater workforce system such as libraries within the Bridges and Monarch Library Systems.

- b. Identify your key strategies for integrating the core programs, as well as all required partner programs (Title I, Job Corps, Migrant and Seasonal Farmworker, Native American, YouthBuild, Title II, Title IV, Title V, Trade Adjustment Assistance, Jobs for Veterans State Grants, Unemployment Compensation, Reentry Employment Opportunities, Carl D. Perkins Career and Technical Education, Community Services Block Grant, Department of Housing and Urban Development employment and training programs, FSET, and TANF), within the local one-stop system of comprehensive and affiliate offices.**

The WDB's designated one-stop operator and the one-stop system's Operations Coordinator are responsible for facilitating integration efforts and convening all required partners in the one-stop system. Primary activities include:

- Operations Team: Front-line supervisors or managers from each core and partner program meet monthly to discuss individual program updates, areas of common need, and strategies to align and/or integrate service delivery.
- WDA 3 BST: Business services representatives from all core and partner programs convene at least quarterly to discuss business needs, employer services, and opportunities to align and/or integrate service delivery.
- All-Staff Meetings: Meetings for all staff who are part of core and partner programs are convened quarterly to provide and/or receive workforce system updates, participate in shared training, and more.
- All-Career Planner Meetings: Career planners from core and partner programs are convened at least annually to participate in program updates, shared learning, and discuss co-enrollment and areas for alignment.
- Other: Lunch-n-learn events and topical educational and training events are held on an as-needed basis for front line and supervisory staff of core and partner programs to enhance service delivery.

The following partner programs are located in WDA 3 and provide services onsite at one-stop locations, through service referrals, and/or through information provided by trained staff:

- Title I
- Title II
- Title III
- Title IV
- Title V

- Carl D. Perkins Career and Technical Education
- Community Services Block Grant
- FSET
- Jobs for Veterans State Grants
- Native American
- TANF
- Trade Adjustment Assistance
- Unemployment Compensation

The following partner programs are not located in WDA 3:

- Department of Housing and Urban Development employment and training programs
- Job Corps
- Migrant and Seasonal Farmworker
- Reentry Employment Opportunities
- YouthBuild

c. Describe the roles and resource contributions of each of the one-stop partners.

The roles and resource contributions can be found in the annually updated local WIOA memorandum of understanding for one-stops. A copy of the fully executed document is available at each one-stop location.

d. Describe how the local WDB will facilitate meaningful access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means, and other innovative strategies and initiatives to streamline and enhance services, as well as increase access.

All WIOA paperwork is able to be emailed and filled out by individuals remotely. Career planners can email and/or text individuals for appointments and resources including InterviewStream which allows for at-home or remote usage by customers and in-office review by career planners.

The one-stop system has a network of community partners that provide complimentary services in the WDA. These partners receive mailings monthly in paper-based and electronic formats. Partners display one-stop materials in their locations and the one-stop provides community partner print materials in the one-stop lobbies. Representatives of external partners are invited to present information on their services at one-stop inter-agency all-staff meetings and one-stop partner staff present information as needed. External partners are invited to inter-agency events and information sharing events on a regular basis. Relationship building and outreach remain a top method of communicating our services beyond the one-stop buildings.

The one-stop website, website linkages to partner sites, and web-based programs allow for web based linkages to services. Each of the major partners in the one-stop offer web access so customers can gain information from county websites, technical college websites, State of Wisconsin websites, and the one-stop website. Additionally, an ongoing partnership with the library system provides web linkages, materials, workshops, and reciprocal training.

The WDB created an innovative new website called TheWorkforceNetwork.com to increase access and awareness to the wide variety of programs and services available across WDA 3. The site serves as a self-service portal for job seekers, businesses, students, and schools to find local workforce resources in a streamlined manner. This includes everything from WIOA services and libraries to local agencies providing support services and community-based organizations providing specialized programming.

Additionally, the WDB created a strategic objective around increasing self-service access to demand-driven workforce development resources. Part of this objective will include analyzing opportunities to utilize technology to provide and/or enhance services.

- e. Identify the types of assessments and assessment tools that will be utilized within the one-stop delivery system and how these assessments will be coordinated across participating programs to avoid duplication of effort and multiple assessments of customers being served by more than one partner program.**

Career planners across programs assess clients' basic skills, occupational skills, interests and aptitudes, work history, education, employment barriers, financial resource needs, and supportive service needs. Assessments vary across programs based on program-specific requirements.

Assessments also vary in formality. The most highly utilized assessments include:

- Academic Achievement Battery
- Career and Personality Inventory
- Career Cruising
- Career One-Stop Skill Match
- CEPT Individual Employment Plan Tool: Job Fit Review
- College Entrance Exams
- Skills Explorer
- Test of Adult Basic Education
- Traitify (provider-specific)
- Work Readiness Assessment (provider-specific)

Efforts are made across providers to avoid duplicating assessments. At enrollment and throughout program participation, clients are asked about involvement with other workforce-related programs and services. If a client co-enrolls into a program, the career planner(s) inquire about assessments that may have already been completed. An example of this is a youth client who is referred by a technical college for assistance with GED funding and job search assistance. The career planner works with the client to obtain their technical college TABE assessment to avoid having the client repeat the assessment.

- f. Describe strategies that will be utilized in the one-stop system to improve accessibility and services for limited English proficient individuals/English Language Learners.**

The primary language of the local population in the WOW area is English. An analysis of limited English proficiency was conducted to determine which languages other than English were spoken frequently. This information helps inform which vital documents need to be translated as well as opportunities for staff training. The most commonly spoken language after English in the WOW area is Spanish with approximately 1% of the eligible population speaking Spanish.

The WDB, one-stop operator, and one-stop partners ensure all required notices and postings are displayed prominently in the one-stop system. Outreach and recruitment takes many forms and includes internal and external activities. To improve accessibility, all outreach material is designed to engage target populations by using similar demographic images. The WIOA outreach flyer is provided in English and Spanish. WIOA service providers aim to recruit qualified bilingual staff who can provide first-hand assistance when feasible. Additional services, including translation, are available upon request. The current workflow includes utilizing the "I Speak" card, contacting the Language Line as needed, providing a direct referral/contact to a workforce partner, and providing the service in the language needed.

Expanding strategies is a current area of focus in WDA 3. The one-stop system is expanding its tracking system at various touch-points to add expanded limited English proficiency options and virtual services. The one-stop operations coordinator works on an advisory team with technical college partners to expand partnership opportunities and learn best practices.

As noted in question 18, there are strong partnerships in WDA 3 among WIOA Title I and English Language Learning Programs. The three local technical colleges, who are one-stop partners and participate on the Operations Team, provide English Language Learning services. In addition, partnerships exist with community-based providers including Casa Guadeloupe, Greater Waukesha Literacy, La Casa de Esperanza, and Ozaukee County Literacy Center. Career planners and one-stop partners refer clients to English Language Learning providers as needed.

- g. A description of how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with Section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities; and**

A yearly Section 188 review is conducted of the comprehensive one-stops. The yearly review examines physical and programmatic accessibility of facilities, programs and services, materials, and technology. With both comprehensive one-stop centers being located on college campuses, multiple reviews occur from multiple entities. Technology is often the area where the most changes occur and require the most attention. When needed, one-stop partners consult with the DVR to meet the needs of individuals with disabilities.

The WDB, in partnership with the one-stop operator, conducts annual reviews of facilities, programs, technology, and materials for compliance. Additionally, training is provided on an as-needed basis to ensure staff are aware of all resources available to clients and to ensure compliance. Ongoing training is also provided during interagency All-Staff meetings and in the form of Lunch-N-Learns. At minimum, the one-stop partner staff are expected to:

- Recognize the importance of making people with disabilities feel welcome and a basic awareness of how to meet the needs of customers with disabilities;
- Know how to assist people with disabilities during emergency evacuations, including the evacuation of persons with mobility impairments;
- Know how to procure and use various equipment and materials for assisting people with disabilities, including the one-stops' telecommunications devices for the deaf (TT/TTY/TDD), accessible work stations, accessible materials, etc.;
- Understand the list of the One-Stop's auxiliary aids and services for communication, assistive technology devices, and material in accessible formats is provided in writing for those who request it;
- Includes a presentation of customers' rights to nondiscrimination and equal opportunity, including the right to file a complaint, during orientation sessions; and
- Ensure that communication with customers and potential customers with disabilities is as effective as communication with other customers.

All protected classes are protected. One-stop partners do not discriminate on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, or for beneficiaries, applicants, and participants only, citizenship status, or because of an individual's participation in a program or activity that receives financial assistance under WIOA. The one-stop system has had a strong history of providing inclusive services and is continually striving to keep our services this way.

h. Provide a description of how the local WDB will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers, workers, and jobseekers;

The WDB monitors all WIOA Title 1-B programs during the program year and provides feedback to the provider on strengths and weaknesses. The WDB also meet with service providers bi-monthly to discuss program performance, technical assistance needs, and program updates. Additionally, the WDB participates in comprehensive annual State monitoring including fiscal, data validation, equal opportunity, and program compliance. WDB and State monitorings include the analysis of participant files and corresponding ASSET entries. Any issues needing correction are addressed through a corrective action process which often includes WDB-provided training.

A five-session staff certification program that includes all one-stop partners is provided to new staff in the one-stop system on an as-needed basis. The curriculum is focused on customer improvement. This leads to specific improvements and contributes to the one-stop system's culture of continuous improvement. The one-stops ensure quality of service delivery and continuous improvement throughout the one-stops in several ways:

- Through the customer satisfaction process, staff routinely seek input from customers on their satisfaction with services and staff. The input received is reviewed by the WDB and by the Operations Teams, who responds to any issues and also to actionable items.
- Local reviews of program compliance and service delivery are routine. These reviews help maintain a high level of service for customers.
- Within the one-stops, leadership teams, operations teams, and all staff contribute to planning, reporting, integrating, and improving services based upon customer satisfaction reports, input from above and below, directives, and ongoing programmatic changes which occurs through meetings, electronic communications, planning events, training events, and ad-hoc initiatives.
- The one-stop partners conducted a LEAN Six Sigma project to streamline front-end data collection and operations, and provide more efficient services.
- The one-stop partners also undertook an "engagement pillar" project with the Studer Group to improve the customer experience and agency-to-agency communications.

To ensure employment needs are being met, up to six-thousand employers and customers are surveyed each year. Surveys are designed to determine satisfaction with services including specific areas of strength and weakness. The surveys gather input across all programs. The process has been followed for several years and was developed by an external consultant to allow for longitudinal comparison. Information is used to make improvements and build upon success. The information is reported to the WDB and discussed among supervisors to develop ongoing strategies to improve satisfaction. Additionally, focus groups and targeted one-on-one feedback is also solicited on an as-needed basis.

i. Provide a description of how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c)(3)(G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided. Include any ITA limitations established by local WDB policies and how they are implemented in a manner that does not undermine WIOA's requirement that training services are provided in a manner that maximizes customer choice in the selection of an ETP. Also describe any exceptions to ITA limitations that are provided for individual cases if included in WDB local policy.

WDA 3 provides multiple options for training services through the various one-stop system providers and partners. Currently, the following offerings are available to clients who meet all program- and/or service-specific eligibility criteria, and in alignment with individual employment plans, documented needs, and local or regional occupational demand:

- Occupational skills training, including training for nontraditional employment;
- On-the-job training;
- Incumbent worker training;
- Programs that combine workplace training with related instruction, including apprenticeships;
- Skills upgrading and retraining;
- Entrepreneurial training;
- Job readiness training; and
- Adult education and literacy activities.

Occupational skills training under WIOA Title 1-B is provided through individual training accounts. Per the WDB's training policy, other locally approved training programs (e.g., GED/HSED provided in combination with another service) that meet the WDB's criteria can also be provided through individual training accounts. Other training services such as on-the-job training and incumbent worker training are provided through individual cost-reimbursement contracts with employers. These contracts must follow WDB policy which includes contract monitoring and reimbursement requirements. The WDB may consider utilizing contracts for other types of training services should the WDB determine there is an insufficient number of training providers, there is a program of demonstrated effectiveness, or it would be most appropriate and cost efficient to contract with an individual provider for the training of multiple individuals. In each of these instances, the WDB will follow the requirements outlined in WIOA 680.320.

The WDB has the following ITA funding limitations in place which are established through the WDB's training policy:

- Occupational Training: \$4,000 per fiscal year (July 1 – June 30)
- Other Allowable Training: \$1,800 per fiscal year (July 1 – June 30)
- Lifetime Limit: \$10,000

Funding limitations were put in place to maximize limited resources in an effective way while still allowing participants to enroll in eligible programs of their choice.

The WDB has prioritized ensuring clients have sufficient information to make an informed choice for employment and training. The WDB and its providers utilize credible sources to provide labor market data, employment projections, and information on the performance of training providers. Per the WDB's training policy, Wisconomy's Long-Term Occupation Projections List for WDA 3 is utilized to provide individuals access to a wide breadth of training choices for local in-demand occupations. For occupations that do not have sufficient data available on Wisconomy, career planners must utilize other credible resources (e.g., Bureau of Labor Statistics, CareerOneStop) to determine positive projected openings and/or median wages. Career planners are trained to understand how to access, utilize, and explain information in a manner that is understandable by all clients.

The WOWWDB has additional criteria which requires that all programs need to meet the following criteria:

- Be occupational in nature or other allowable training;
 - o Other Allowable Training: GED/HSED, remedial, adult literacy, and computer classes;
 - o Occupational: Occupational training covers programs which fall along a WTCS-approved career path and include programs ranging from short-term professional certificates up through Bachelor Degree programs;

- Be along a WTCS-approved career path (Note: This does not require that the selected training program be at a technical college) for an occupation title on one of the lists, as long as:
 - o The outcome leads to self-sufficiency for the individual or less if the individual requests it; and
 - o There is a documented need for the training in order to become employable; and
 - o Individual Employment Plans and ITA Career Goal must clearly list Occupational Goal and anticipated WTCS-approved career path pieces to be completed during current enrollment episode, as more than one training program will not be paid for during each program episode;
- The training provider and program must listed on the State Eligible Training Provider list.

Notes:

- ITA's for completion of baccalaureate degrees will be considered. The participant must be able to prove junior status in their chosen field. ITA's for post-graduate degrees will not be considered.
- Failed classes will not be paid for again, unless there was a documented, involuntary reason for the first failure.
- Individuals who voluntarily drop out of training programs will have to reimburse the service provider for tangible costs and will not be eligible for future funding. Tangible costs may include equipment, tools, supplies, and fees. Exceptions are made based on rare and exceptional circumstances and require official approval.
- Yearly Association or Union dues are not allowable expenses.

- j. Describe how the local area will conduct outreach to individuals with barriers to employment. Include strategies for engagement with the local WDB and Youth Council/Committee to increase the awareness of the services offered to returning veterans, out-of-school youth, individuals with disabilities, long-term unemployed, and other targeted groups. What additional strategies will be utilized to reach out to these groups? What are your objectives and goals for this effort?**

The WDB is currently in the process of developing a stakeholder map and engagement strategy to increase and manage partnerships. These efforts will ensure the WDB is working with key community-based partners and thereby increasing awareness to the target populations including individuals with disabilities, returning veterans, out-of-school youth, long-term unemployed, formerly incarcerated, mature workers, and more. The WDB currently works with a number of partners and invites agencies to attend and present at WDB meetings to educate the WDB on key issues related to the target populations.

The career planner's role includes outreach for program enrollment which includes direct contacts at various community-based organizations and providing presentations as well as one-on-one meetings about WIOA and non-WIOA programs and services. Career planners conduct targeted outreach to barrierred groups and tailor information accordingly. Recent examples include: United Way of Washington County campaigns, Waukesha Women's Job Seminar, 40Plus Group presentations, and staffing booths at various community events.

Outreach materials have been created to visually appeal to targeted audiences. Mass communications through newsletters, websites, and social media of available services and programs are provided on a regular basis. Fliers and other materials are distributed at local libraries and resource centers. Additionally, the one-stop center routinely hosts workshops and information sessions for targeted audiences.

The WDB sets enrollment goals for each WIOA Title I-B program and shares and monitors those goals with the service providers. Currently, the Adult, Dislocated Worker, and Youth service

provider is working with a local university to improve social media presences targeted to increase program and service awareness to the community. The WDB has also set two strategic objectives related to this item – leveraging partnerships to better serve clients (including barriered populations) and increasing self-service access to demand-driven resources (which will expand opportunities to reach additional clients).

14. Provide a description of how the local WDB will coordinate education and workforce investment activities carried out in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

Secondary and post-secondary education providers continue to represent some of our strongest partnerships. With educational programs being core to employment and training success, the WDB has placed a priority on coordinating workforce activities and service delivery with local educational programs. Career planners maintain strong connections with guidance counselors, academic advisors, and other key education staff, including staff at alternative schools, to share information and determine the most effective methods for connecting with students. When feasible, WIOA Title I outreach and activities are aligned with education activities for maximum input and reduced duplication. Career planners often educate clients about support services at local post-secondary providers, linking with advising and/or counseling staff, tutoring resources, academic and emotional support groups.

To ensure the WDB keeps a pulse on educational programs, activities, and trends, WDB members, staff, and service providers participate in advisory committees, workgroups, and other organized groups including School to Work consortiums, Youth Apprenticeship and/or Apprenticeship groups, Countywide education and workforce collaboratives, and more. The WDB also invites in-demand educational program providers to present at WDB meetings and discuss opportunities to collaborate. A recent example includes a high school-based information technology program provider. The WDB assisted by connecting the provider to K-12 districts and potential business champions.

15. Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area. In particular, identify how the local area will expand services to dislocated workers utilizing all sources of formula and discretionary funds targeted to the dislocated worker population.

In WDA 3, there is a wide range of workforce development activities and services available for adults and dislocated workers across the workforce system. Activities and services are provided by public workforce and local government agencies, private nonprofit workforce agencies, and community-based organizations. There is a strong history of providing high-quality, results-oriented services to adults and dislocated workers. Activities are designed to be accessible to all customers including those with barriers to employment.

Activities and services available in the local area for adults and dislocated workers include:

- Apprenticeships;
- Assessments;
- Basic skill instruction;
- Career exploration;
- Childcare and transportation assistance;
- Disability related services and programs;
- Economic support programs;
- English as a second language instruction;
- Financial literacy services;
- GED and HSED;

- Internships;
- Job search assistance;
- Job skills training;
- Labor market information;
- Occupational skills training;
- On-the-job training;
- Rapid response and re-employment services;
- Support services;
- Workshops; and
- Work experience, both paid and unpaid.

Through strong partnerships and collaboration, additional services and opportunities are available to eligible dislocated workers. Depending on the size of the dislocation, additional services may include:

- Education sessions and materials on available benefits and resources as well as relevant transition topics such as healthcare and retirement;
- Tailored labor market information and specialized workshops (e.g., resume writing, Job Center of Wisconsin);
- One-on-one assistance; and
- Re-employment hiring events.

The WIOA Title I Dislocated Worker Program, Wagner-Peyser re-employment services, Trade Adjustment Assistance (TAA), and Unemployment Insurance routinely work together to coordinate services and expand offerings to dislocated workers. Additional collaboration occurs with the FoodShare Employment and Training (FSET) Program, Wisconsin Works (W2) Program, Energy Assistance, Veterans Services, the DVR, and other community-based resources to maximize opportunities. Co-enrollment often occurs amongst partner agencies to best serve the customer. When a significant layoff occurs and additional services are need above and beyond those listed, or if funding capacity is limited, the WOWWDB will seek additional formula funds through Rapid Response Additional Assistance and Dislocation Grants, and, if available, discretionary funds.

16. Provide a description and assessment of the type and availability of youth workforce activities in the local area, including activities for youth who are individuals with disabilities. Include an identification of successful models of such youth workforce investment activities. In addition, indicate how services to out-of-school youth will be expanded and enhanced to incorporate additional work-based learning opportunities.

In WDA 3, there is a wide range of workforce development activities and services available for youth workers across the workforce system. Activities and services are provided by public workforce and local government agencies, private nonprofit workforce agencies, and community-based organizations. There is a strong history of providing high-quality, results-oriented services to youth. Activities are designed to be accessible to all customers including those with disabilities and other barriers to employment.

Activities and services available in the local area for youth include:

- Adult mentoring;
- Alternative secondary school services or high school dropout recovery services;
- Career awareness, counseling, and exploration (e.g., labor market information, assessments);
- Comprehensive guidance and counseling;
- Education offered concurrently with and in the same context as workforce preparation and training;
- Entrepreneurial skills training;
- Financial literacy services;
- Follow-up services;

- Leadership development opportunities;
- Occupational skills training;
- Postsecondary preparation and transition activities;
- Support services;
- Tutoring, study skills training, instruction, and dropout prevention and recovery services; and
- Work experience, both paid and unpaid (e.g., pre-apprenticeship programs, internships, on-the-job training).

In the WDA there are several successful models that are being used for youth workforce activities. DVR collaborates with several community-based partners to provide a year-round work experience program for youth. There are a large number of excellent service providers in the area for youth. The local technical colleges are the largest providers of effective training services and activities for youth including:

- English as a second language instruction;
- GED and HSED completion programs;
- Basic skill enhancement programs
- Occupational skill training; and
- Youth and adult apprenticeships.

The technical colleges are adept in engaging youth and helping them see how their education will enhance their futures.

Local partner agencies provide nutritional assistance, economic assistance, and family support services. Each county has literacy centers which provide basic skills education for significantly barriered youth. There are parenting support services in each county for young parents and homeless shelters in each county specifically for youth. For youth with disabilities, the DVR provides assessment, training, job placement, job coaching, and vocational counseling services.

The WDB's provider and DVR work to place youth with barriers into work-based learning experiences. DVR is required to spend a portion of their budget on specific Pre-employment Transitional Services for students with disabilities who are in high school. These services include:

- Job exploration counseling
- Work-based learning opportunities
- Counseling on post-secondary education
- Workplace readiness training
- Instruction in self-advocacy

The WDB has had a strong history of providing work experience opportunities for WIOA participants. To expand and enhance services for out-of-school youth program participants, in particular though work experience, internships, and on-the-job training, the WDB reassessed and adjusted hourly wage rates to promote increased participation. Rising wages due to low unemployment resulted in more youth taking unrelated jobs that did not have an associated program component such as mentoring or education and skill building. Increasing wages to better align with the current economic conditions has helped to drive interest in work experiences for out-of-school youth. Career planners discuss the importance of work-based learning with out-of-school youth.

Expanding and enhancing services for out-of-school youth has been an ongoing priority of the WDB since the passage of WIOA. The WDB rebranded the youth program to "employMENT NOW!" and has changed outreach materials to reach the out-of-school youth audience. Through the WDB's service provider, targeted outreach and social media have and will continue to be expanded. Additionally, the WDB uses its budget process to prioritize expanded work experience efforts. The WDB requires budgets to include all required work experience components at or above minimum levels. The WDB has historically exceeded work experience spending goals as a result which results in expanded opportunities for clients.

Businesses have expressed a strong need for youth in their workplaces. With the pending retirements and skills shortages, businesses are increasingly providing more opportunities for work-based learning opportunities. Through the WDA 3 BST, many successful connections with employers have already been made and this trend is expected to continue. The WDB works with its provider to ensure funding is allocated to maximize opportunities. The WDB monitors spending as well as services provided to ensure success.

- 17. Provide the local area's definitions of the "requires additional assistance" eligibility criterion for:**
- a. In-School Youth; and**
 - b. Out-of-School Youth.**

The WDB does not currently have an eligibility criterion for "requires additional assistance."

- 18. Provide a description of how the local WDB will coordinate workforce activities carried out under this title in the local area with the provision of adult education and literacy activities under title II and Vocational Rehabilitation under title IV to aligned resources available in the local area. Include a description of how the local WDB will carry out, consistent with subparagraphs (A) and (B)(i) of Section 107(d)(11) and Section 232, the review of local applications submitted under Title II.**

The WDB has strong partnerships with Adult Basic Education (ABE) and English Language Learning (ELL) programs offered by the three local technical colleges (Waukesha County Technical College, Milwaukee Area Technical College, and Moraine Park Technical College) and community-based organizations. For example, both WIOA and ABE and ELL are co-located in Washington County, resulting in frequent interaction with staff and instructors. ABE and ELL are located on the same campus as the one-stop in Waukesha County. Collaboration with planning, grant writing, and overall coordination is common practice. Coordination has strengthened as a result of WIOA.

WIOA requires a coordinated review of local applications submitted under Title II. The WOWWDB will continue to participate in the review of local applications to determine alignment with the local plan. The WOWWDB will provide feedback and recommendations for stronger alignment as needed during the Wisconsin Technical College System's review process.

The WDB has a long-standing partnership with DVR and many of DVR's service providers across WDA 3. DVR and WIOA Title I career planners and business services staff routinely work together to coordinate service delivery, provide co-enrollment, and maximize benefits to clients and employers. DVR has provided WIOA Title I staff and the WDB with technical expertise and training on issues related to serving individuals with disabilities. This is created a common dialogue for staff which is helpful when working across both programs.

ABE and DVR programs are partners in the one-stop system and co-enrollments happen regularly. Managers of ABE programs are involved in one-stop planning meetings (Executive Leadership and Operations Teams) and information is shared on programs/services/changes at all levels. Coordination with ABE, ELL, and Vocational Rehabilitation programs has been happening since the one-stops were built over 20 years ago. DVR and ABE/ELL programs are an integral part of the one-stop system and WIOA planning/coordination has been part of daily business. Over the years, much work has been done to coordinate and co-enroll as much as possible for customer benefit.

An example of coordination is the WIOA Title I and DVR Pre-ETS programs which work to place youth into employment opportunities. Based on what WIOA is able to fund, it has been more difficult placing youth who are not able to work independently. Co-enrollments with DVR have provided youth with disabilities the ability to work productively during the summer and employers with the assistance they need to foster a productive and accommodating work environment.

With the passage of WIOA, Title I and ABE staff have worked together in the development of the ABE state plan as well as on the review of local applications. Strong relationships and coordination with education and training providers in the local area has helped to ensure applications align with the WDB's local plan. WIOA Title I has had the opportunity to make recommendations to promote alignment and increased success.

- 19. Describe how executed cooperative agreements and MOU(s) which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local One-Stop delivery system. This includes cooperative agreements (as defined in WIOA Section 107(d)(11)) between the local Workforce Development Board (WDB) or other local entities described in WIOA Section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under Title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than Section 112 or Part C of that Title (29 U.S.C. 732, 741) and subject to Section 121(f)) in accordance with Section 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.**

The annually updated WIOA memorandum of understanding for one-stops describes the service delivery system in WDA 3. One-stop partners work together to engage in integrated service delivery strategies to better serve job seekers and customers. Additionally, routine meetings and convenings with the below mentioned groups assist with sharing information, cooperative efforts with employers, and common staff training, among other collaborative benefits.

The WDB's designated one-stop operator and the one-stop system's Operations Coordinator are responsible for facilitating integration efforts and convening all required partners in the one-stop system. Primary activities include:

- Operations Team: Front-line supervisors or managers from each core and partner program meet monthly to discuss individual program updates, areas of common need, and strategies to align and/or integrate service delivery.
- WDA 3 BST: Business services representatives from all core and partner programs convene at least quarterly to discuss business needs, employer services, and opportunities to align and/or integrate service delivery.
- All-Staff Meetings: Meetings for all staff who are part of core and partner programs are convened quarterly to provide and/or receive workforce system updates, participate in shared training, and more.
- All-Career Planner Meetings: Career planners from core and partner programs are convened at least annually to participate in program updates, shared learning, and discuss co-enrollment and areas for alignment.
- Other: Lunch-n-learn events and topical educational and training events are held on an as-needed basis for front line and supervisory staff of core and partner programs to enhance service delivery.

- 20. Provide a description of how the local WDB will coordinate workforce investment activities carried out under this title in the local area with the provision of transportation, including public transportation, and other appropriate supportive services in the local area.**

Supportive services, including transportation, can play a critical role in the success of a client. The WDB in partnership with its service providers and many other one-stop partners ensures clients are informed on all available supportive services. The WDB also ensures WIOA Title I policies support clients' needs

and budgets include adequate funding for the provision of supportive services. One-stop partners inform clients of support services they may be eligible to receive as well as make referrals to other programs and services for co-enrollment to maximize benefits.

Career planners maintain up-to-date knowledge of transportation options as this can be a key component in helping a client obtain and retain employment. Career planners assist clients navigate the public transportation system including assistance with researching modes, schedules, costs, and reserving rides. Transportation resources include bus passes, gas cards, taxi tickets, and ride-sharing gift cards, as allowable by each individual program.

To assist clients as well as one-stop partners, the WDB created The Workforce Network website which lists supportive services and providers in the local area. Users can navigate the site to locate specific services and connect directly with the provider.

21. Provide a description of plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

Over the years, much time and energy has been spent at the local level on planning and strategizing to coordinate Wagner-Peyser Act services and other one-stop programs and services to avoid duplication. The system runs stronger when all partners are working together to reach common goals for shared customers.

The Operations Team meets regularly to discuss daily operations of the Centers, including Wagner-Peyser services offered such as Reemployment Services and Eligibility Assessments (RESEA). When an agency is determining if a new service is needed, the rest of the agencies are consulted to determine if that service is already being provided. One specific strategy used in the past to avoid duplication involved combining networking groups and job clubs. Partners shared topics and facilitation to make sure all agencies were satisfied with topics that were offered. Additionally, coordinating RESEA sessions with WIOA Title I information sessions has resulted in streamlined services for job seekers.

One-stops currently include sign-in reception areas that offer a first level of screening for all services offered through the system. First-time visitors are always shown the resource room and provided with information on Wagner-Peyser-funded services.

22. Identify the administrative entity and/or fiscal agent responsible for the disbursement of Title I funds in the local area, as determined by the chief elected official or the Governor.

WIOA Title I:

- Administrator: Waukesha-Ozaukee-Washington Workforce Development Board
- Fiscal Agent: Waukesha County

23. Describe the competitive process used to award the sub-grants and contracts in the local area for the WIOA Title I activities.

The WOWWDB, in coordination with Waukesha County as the fiscal agent, competitively procures all WIOA Title I services through a formal request for proposals (RFP) process:

- The RFP must incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured and identify all requirements which the offeror must fulfill, including all other factors to be used in evaluating proposals.
- The RFP must be posted for a minimum of fourteen (14) days on the WOWWDB's website and in the Milwaukee Journal Sentinel. Additional publications for posting may be considered on

an as needed basis. The RFP notice is also sent to a bidders list. Proposals must be solicited from an adequate number of qualified sources.

- An evaluation tool is used to evaluate each proposal. The criteria used in the evaluation tool must match the requirements and factors included in the RFP.
- An evaluation committee independently evaluates each proposal using the evaluation tool and assigns a numerical score. Committee members must not be representatives of the offeror's organization, be related to the offeror, or have a vested interest in any offeror's proposal.
- The assigned buyer from Waukesha County's Purchasing Division must meet with the evaluation committee to collect and average all scores, discuss comments, and determine if interviews are needed. The evaluation committee must recommend the award to the offeror whose proposal is most advantageous to the program while considering price and other factors.
- The WOWWDB Director prepares a memo to the appropriate decision makers, which includes a summary of all comments, average scores, the rationale for the method of procurement and selection of contract type, and the cost price analysis.

24. Provide a description of the local levels of performance negotiated with the Governor and chief elected official pursuant to section 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system, in the local area.

WIOA Program	Performance Measure	PY19-20 Negotiated Level
Adult	Q2 Unsubsidized Employment	80%
Adult	Q4 Unsubsidized Employment	75%
Adult	Median Earnings	\$5,600
Adult	Credential Attainment Rate	60%
Dislocated Worker	Q2 Unsubsidized Employment	85%
Dislocated Worker	Q4 Unsubsidized Employment	83%
Dislocated Worker	Median Earnings	\$7,500
Dislocated Worker	Credential Attainment Rate	60%
Youth	Q2 Employment/Education	75%
Youth	Q4 Employment/Education	70%
Youth	Credential Attainment Rate	60%

Definitions of Primary Indicators of Performance:

- **Q2 Unsubsidized Employment:** The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program. Employment includes unsubsidized employment, registered apprenticeship and military service. For the Youth Program, this also includes participants who were in educational programs including occupational skills training, postsecondary education, and secondary education.
- **Q4 Unsubsidized Employment:** The percentage of program participants who were in unsubsidized employment during the fourth quarter after exit from the program. Employment includes unsubsidized employment, registered apprenticeship and military service. For the Youth Program, this also includes participants who were in educational programs including occupational skills training, postsecondary education, and secondary education.
- **Median Earnings:** The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program, as established through direct unemployment insurance wage record match, Federal or military employment records, or supplemental wage information.

- **Credential Attainment Rate:** The percentage of participants who obtain a recognized postsecondary credential during participation or within one year after exit from the program. Participants who receive a secondary school diploma or equivalent are successful if the participant was also employed or entered postsecondary education within one year of program exit.

25. Provide a description of the actions the local WDB will take toward becoming or remaining a high-performing board, including but not limited to:

- **Local WDB Roles:** Identify the role of the Local WDB and Youth Council/committee in supporting Business Services, Sector Partnerships, Career Pathways, and Work-Based Learning. What actions will they be taking to ensure that these areas are a priority for the local area? What actions and commitments will you ask your local WDB or youth council/committee members (in particular business members) to make to support these initiatives?
- **Local WDB Participation:** Describe how the local WDB will make businesses in the local area aware of opportunities to participate on the local WDB to ensure representation of industry sectors with the greatest labor force demand. Describe how you will maintain a minimum of at least 51% of businesses as active members and participants on your local WDB.

The WDB provides first-hand experiences and insights into the design of business services, sector partnerships, career pathways, and work-based learning programs. The WDB has helped shape processes for communicating and working with businesses, provided guidance on the application of career pathways in specific sectors, and helped reduce duplicative sector partnership efforts through partnering with other local and regional organizations. The WDB is tasked with participating in and/or promoting these efforts and services to other businesses and partners. The WDB plays a central role in ensuring programs and services remain successful.

Through the WDB's strategic planning process, the WDB identified opportunities to redesign agendas and meeting structure to ensure it was maximizing its time and efforts in the most effective way possible. The WDB will be utilizing consent agendas to make room for more high-priority and high-impact conversations around its core board functions, including business services, sector partnerships, career pathways, and more. Additionally, the WDB Chair and staff will be working together to craft action-oriented and continuous improvement-focused questions at every WDB meeting to promote robust dialogue and positive results.

The WDB strives to maintain a balanced membership that is representative of our WDA. As board seats open up, opportunities are marketed to local and regional economic development and chamber partners to share with businesses. Additionally, local business services staff are also consulted to discuss outreach to potential businesses who have worked with the public workforce system.

The WDB utilizes labor market data and takes into account local industry demands to support the appropriate mix of industries on the board. The WDB utilizes specific board seats that align with WIOA requirements to ensure private sector business membership never dips below 51%.

The WDB has a strong history of being a high-performing WDB. The WDB routinely meets or exceeds all performance expectations year after year. The local area's program design maximizes performance by focusing on the issues that typically cause poor performance such as: lack of engagement, poor retention skills, and post-secondary drop-outs. The design creates better career planner/participant relationships by restructuring the career planner role and creating a knowledgeable and valuable resource with a more in-depth understanding of the labor market, workplace rules, employer expectations, training providers, and careers. Job retention is enhanced by ongoing conversations about needs identified through work readiness assessments and through

workshops geared towards soft skill development. Training retention and completion is enhanced by better career planning, more thorough training readiness assessment, better career path development which allows for shorter training needs, and less jobbing out with shorter time spent in school.

Program-related communication from DWD is reviewed and shared with providers to ensure everyone is on the same page. When local policy or procedures need to be created or changed, timely action is taken which involve working with providers to obtain their input. Regular meetings with providers are conducted to discuss policies, performance and training needs.

26. Describe the process used by the local WDB to provide an opportunity for public comment, including comment by representatives of businesses and comment by representatives of labor organizations, and input into the development of the local plan, prior to submission of the plan.

The WOWWDB posts the local plan for public comment for thirty (30) days via the following methods:

- Posting a public notice in the Milwaukee Journal Sentinel which covers WDA 3;
- Posting a notice and the plan on the WOWWDB's website; and
- Making hard copies of the plan available in each one-stop in Mequon, Pewaukee, and West Bend. *(Note: To ensure the health and safety of one-stop customers and staff, hard copies will not be available during the COVID-19 pandemic.)*

Comments can be made via email or in writing at each one-stop in Mequon, Pewaukee, and West Bend.

Input into the development of the local plan happens through various channels including:

- WOWWDB strategic planning and discussions at WDB meetings;
- Individual meetings and/or communication with local workforce system partners;
- Meeting with the one-stop system's collaborative BST;
- Meeting with the one-stop system's operations team; and
- Sending the draft plan to all one-stop partners for review and comment.

Partners will be involved in the implementation of the local plan on an ongoing basis through meetings and future strategic planning efforts. Information about the plan is public and open to comment so any issues or comments that are received will be discussed and used to better direct the implementation of the plan.